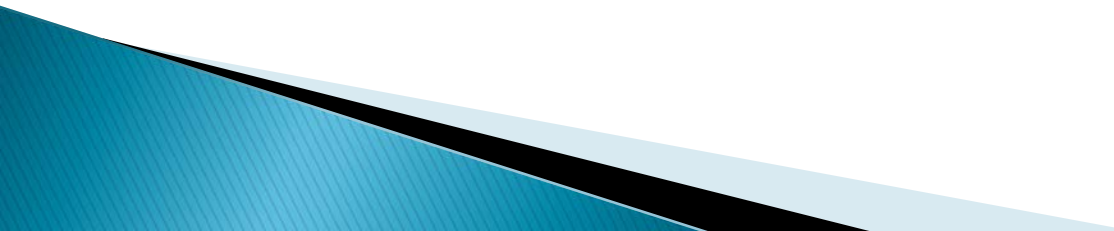


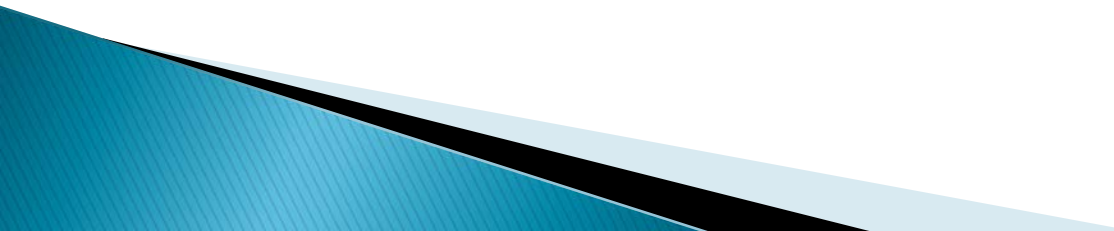
Four Steps to Measuring and Articulating Engagement Impact

Dr. Nancy Franz
Iowa State University
Professor Emeritus, School of Education

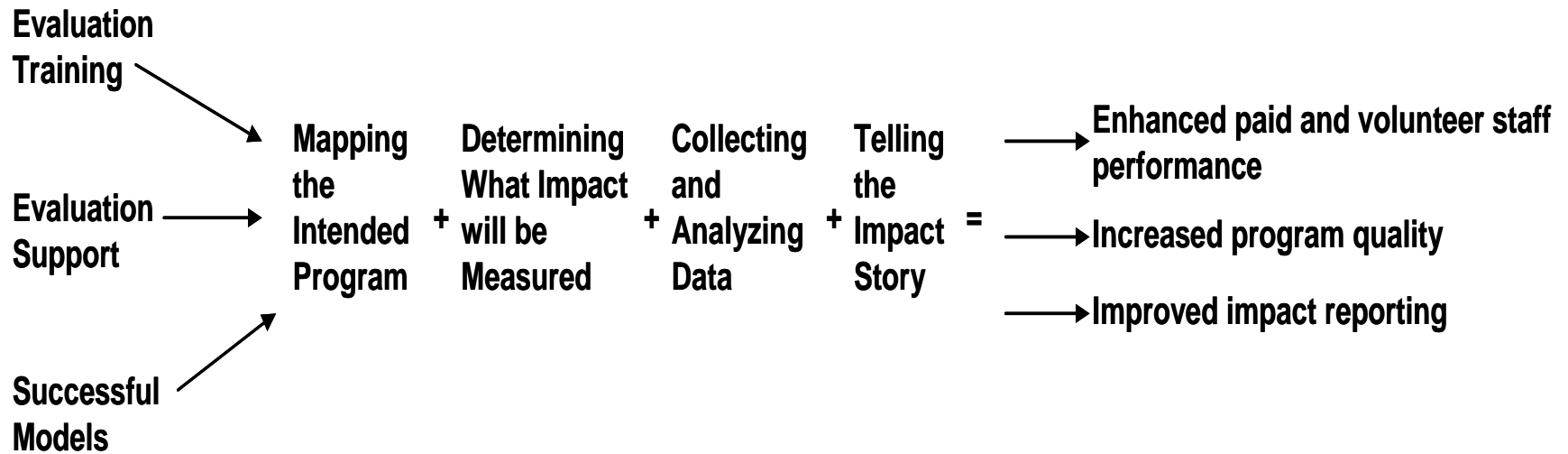
Who the Heck is Nancy?

- ▶ 33 years with Extension in five states
 - Agent, volunteer, department head, district liaison, state specialist, project administrator, graduate student, administrator
 - ▶ Extension and nonprofit consultant
 - ▶ Adult and youth education focus
 - ▶ Scholarship in Extension, TL and program evaluation
 - ▶ Engaged scholarship conferences since 1996
- 

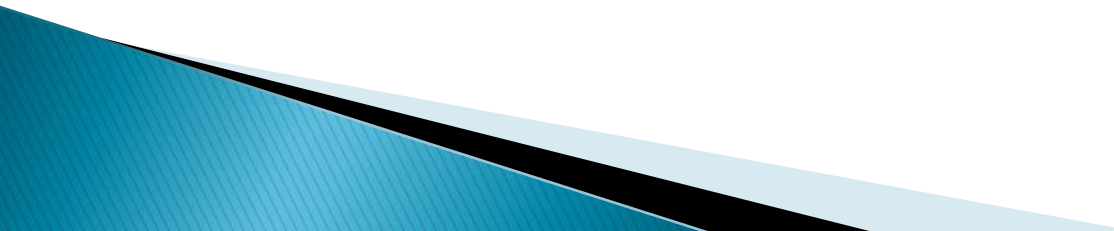
Today

- ▶ Introduction and terminology
 - ▶ Explore four steps to effective impact evaluation
 - ▶ Template for evaluation plans for current programs/projects
- 

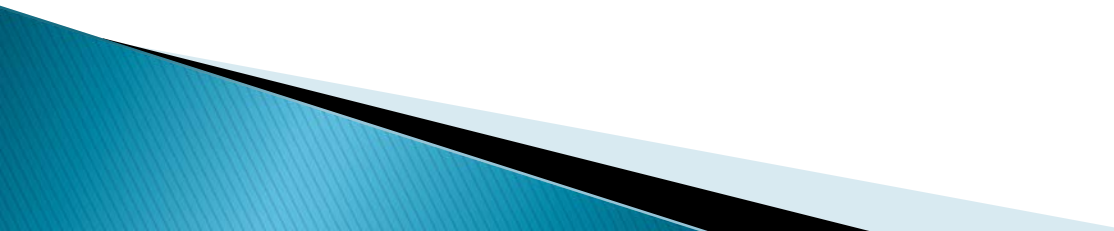
Key Elements of Successful Evaluation



Steps to Successful Program Evaluation

- ▶ Map the program
 - Logic model, concept map, text
 - ▶ Determine what impact to measure
 - Inputs vs. outputs vs. outcomes/impact
 - Evaluation questions and metrics
 - ▶ Collect and analyze data
 - Methods guided by measures
 - Interviews, observations, case studies, secondary data, surveys
 - ▶ Tell the story – tied to research and evidence
 - Why, what, so what
- 

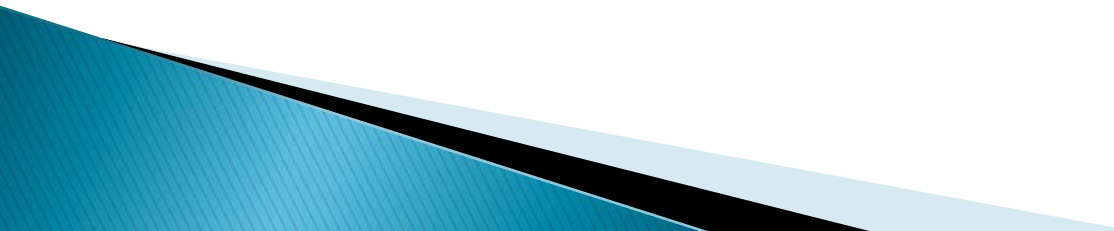
Terms

- ▶ Research
 - Explore or prove
 - ▶ Evaluation
 - Judge worth based on evidence
 - ▶ Accountability
 - Efficiently and effectively meeting expectations
 - ▶ Public value
 - Value of a program/project to those who do not directly benefit from the program/project
- 


Terms

- ▶ Inputs
 - What's needed to carry out the work
- ▶ Outputs
 - Activities
 - Participants
- ▶ Outcomes
 - Results and Impact
 - Verifiable, reportable, shows a difference

Involving Stakeholders

- ▶ Throughout all four steps
 - ▶ Foundational difference of engaged scholarship impact evaluation
 - ▶ Who and what roles
 - ▶ Meeting stakeholders where they are at
 - ▶ Sit on our hands and listen often
- 

Step 1: Map the Program

- ▶ Logic Model – situation, inputs, outputs, outcomes, assumptions, external factors
 - ▶ Concept map – goal, outcomes, outputs, audiences, other
 - ▶ Text (report format) – situation, inputs, outputs, outcomes, assumptions, external factors, action plan, evaluation plan
- 

Step 2: What to Measure

Personal Impact

- Personal competence
- Team contribution
- Partnerships
- Cultural competence
- Personal interests



What to Measure

Program/Project Process Impact

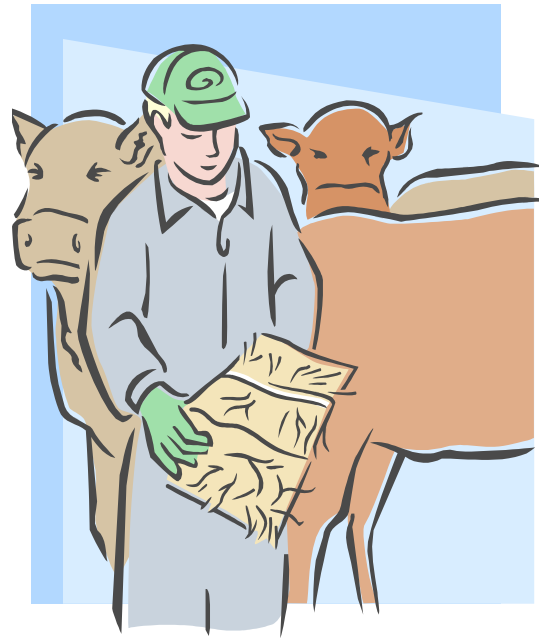
- Educational delivery/fidelity
- Educational context
- Educational materials
- Inclusion
- Participation
- Attrition



What to Measure

Program/Project Impact

- Learning change
- Behavior change
- Condition change
 - Social
 - Economic
 - environmental



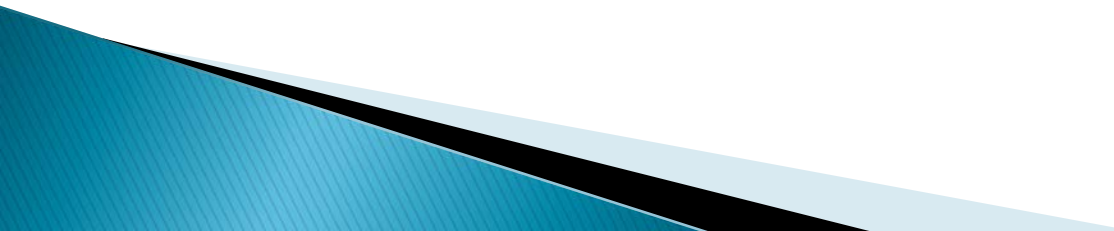
What to Measure

Community Organizational Development

- Infrastructure
- Finances
- Staffing
- Policies
- Public value
- Other metrics



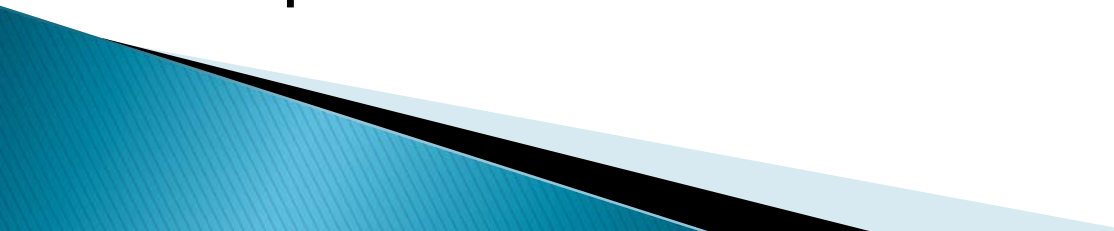
What to Measure

- ▶ Economic Impact – coin of the realm
 - Increased income
 - Increased savings
 - Increased productivity
 - Value added
 - Expected value of outcomes
 - Alternative opportunity cost of capital
 - Willingness to pay
 - Multiplier effect
 - Increased quality of life (health, education, etc.)
 - Values of indirect outcomes
 - High rates of return on investment
- 


Who determines measures?

- ▶ Funders
 - ▶ Power elite
 - ▶ Key influencers
 - ▶ Partners
 - ▶ Politics
 - ▶ Host organization
 - ▶ Evaluation team members
 - ▶ Program participants
 - ▶ Media
- 

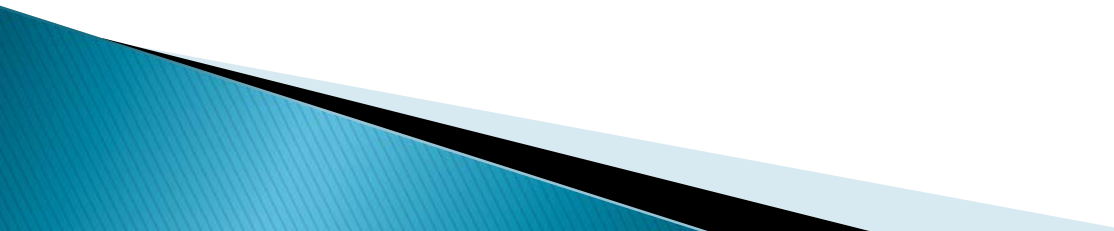
Step 3: Collect & Analyze Data

- ▶ Data collection methods need to match the measurement question (s)
 - ▶ Data collection needs to lead to believable results and conclusions
 - ▶ Use multiple methods of data collection and measures to triangulate results
 - ▶ Collect quality data not just easy or inexpensive data
 - ▶ Build data collection into program/project implementation
- 

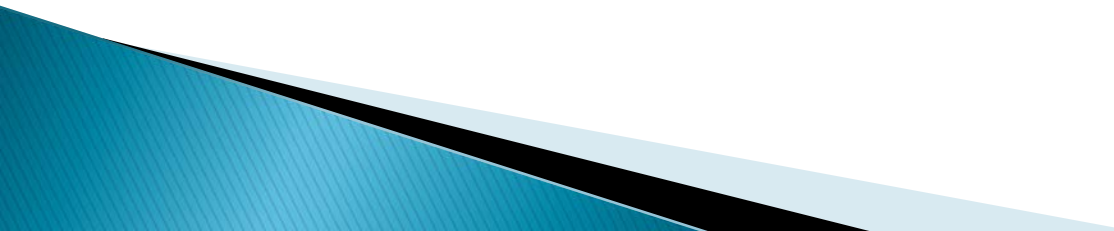
Data Analysis

- ▶ Analyze data from a variety of perspectives – individual, team, group, subject, participant/client, and outsider
 - ▶ Create data analysis venues – the data party
 - ▶ Check constantly for bias
 - ▶ Never go it alone
 - ▶ Don't be afraid to use research to confirm results and findings
 - ▶ Don't be afraid to use your results and findings to counter research and opinions
- 

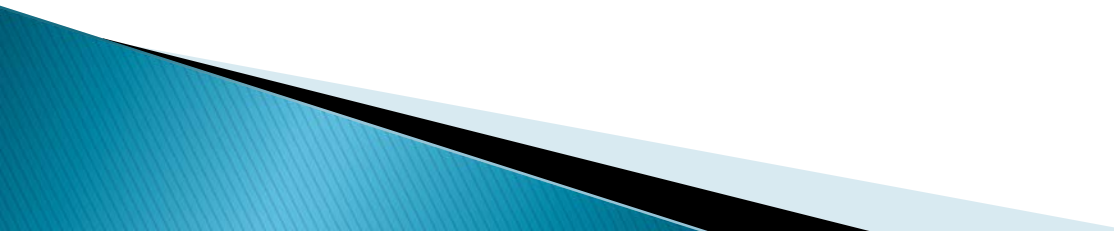
Step 4: Tell the Story – Why Impact Stories?

- ▶ Report program/project outcomes
 - ▶ Show public good
 - ▶ Show program/project innovations
 - ▶ Populate required reports
 - ▶ Grant and contract reports
 - ▶ Show citizen priorities being addressed
 - ▶ Increase value of the community and the university
- 


Why Academics and Communities Want Impact Stories

- ▶ Lessens requests for program information
 - ▶ Exposure for good work
 - ▶ Marketing programs
 - ▶ Relationship building
 - ▶ Enhance performance and capacity building
 - ▶ Program improvement
 - ▶ Summarize and celebrate good work
 - ▶ Shape and enhance personal reputation and recognition (publications, grant proposals, award nominations, presentation proposals)
- 

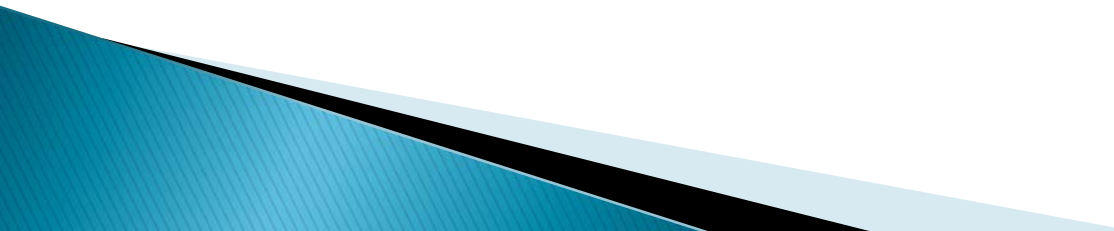
Impact of Good Story Telling

- ▶ Increased program participation
 - ▶ Increased program impact
 - ▶ Enhanced program partnerships
 - ▶ Enhanced program recognition
 - ▶ Enhanced program support
 - ▶ Continued or increased funding
 - ▶ Volunteer recruitment
 - ▶ Enhanced personal, program, and organization reputation
 - ▶ Decreased time responding to inquiries
 - ▶ Improved proof of concept or performance
- 

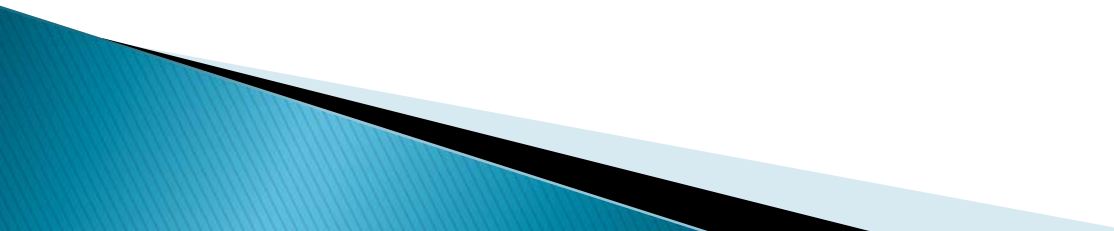
Types of Educational Stories Determine Degree of Impact Reported

- ▶ Emerging programs (inputs focused)
 - Positioning to address an emerging issue
 - Pilot or innovation
 - ▶ Progress report (outputs focused)
 - Update on educational events
 - Update on client demographics
 - ▶ Impact report (outcome/results focused)
 - Learning change in clients
 - Behavior change in clients
 - **Public economic, environmental, or social condition changes**
- 

Change the Way we Work for Better Evaluation and Stories

- ▶ Should an effort be evaluated for impact?
 - ▶ Do your programs/projects search for impacts or do you plan for impacts?
 - ▶ Do you use evaluative thinking when you identify needs, develop and implement programs/projects?
 - ▶ Do you see many points of data that can lead to valuable stories as you plan and implement programs/projects?
 - ▶ How do your programs/projects and their stories fit organizational initiatives?
 - ▶ What is most important to measure and when?
- 

Tell the Story Template

- ▶ **Title:** What is the issue being addressed?
 - ▶ **Situation:** What is the issue? (Include research, statistics, and trends to support importance of issue.) How was the need/issue determined?
 - ▶ **Inputs:** What resources, people, volunteers, partners and funding went into the program?
 - ▶ **Outputs:** What was done? (activities conducted, number of activities, number of participants, media used)
 - ▶ **Outcomes/Impact:** Short, medium and long term results/difference made, evaluation methods
 - ▶ **Contact information:** Name, title, organization, phone, email, website
- 

Evaluation Resources

- ▶ University of Wisconsin Extension

<http://www.uwex.edu/ces/pdande/index.html>

- ▶ New Directions for Evaluation

- ▶ Penn State Extension Evaluation

<http://extension.psu.edu/evaluation>

- ▶ Program evaluation texts (Sage, Wiley)

- ▶ American Evaluation Association

Not everything that can be
counted counts, and not
everything that counts can
be counted.

Einstein



Remember

Measure what you value and
others will value what you
measure

John Bare

The Arthur M. Blank Family Foundation



Your impact evaluation adventure awaits!

